

## Final High Level 3 - 8 Operational Form Construction Blueprints

These are high level test form construction blueprints for grades 3 – 8 mathematics. More specific grade level operational test form construction blueprints which include the distribution of points and tasks across domains can be found beginning on page 5 of this Appendix.

### Grade 3

Assessment Component	Task Type	Calculation Aid?	# of Tasks	Points per Task	Total Points
PBA	I	N	8	1	8
PBA	I	N	2	2	4
PBA	II	N	2	3	6
PBA	II	N	2	4	8
PBA	III	N	2	3	6
PBA	III	N	1	6	6
EOY	I	N	44	1	44
EOY	I	N	5	2	10
<b>Total</b>			<b>66</b>		<b>92</b>

### Grade 4

Assessment Component	Task Type	Calculation Aid?	# of Tasks	Points per Task	Total Points
PBA	I	N	8	1	8
PBA	I	N	2	2	4
PBA	II	N	2	3	6
PBA	II	N	2	4	8
PBA	III	N	2	3	6
PBA	III	N	1	6	6
EOY	I	N	38	1	38
EOY	I	N	8	2	16
<b>Total</b>			<b>63</b>		<b>92</b>

PARCC Summative Assessment Specifications for Mathematics  
Grade 5

Assessment Component	Task Type	Calculation Aid?	# of Tasks	Points per Task	Total Points
PBA	I	N	8	1	8
PBA	I	N	2	2	4
PBA	II	N	2	3	6
PBA	II	N	2	4	8
PBA	III	N	2	3	6
PBA	III	N	1	6	6
EOY	I	N	38	1	38
EOY	I	N	8	2	16
<b>Total</b>			<b>63</b>		<b>92</b>

Grade 6

Assessment Component	Task Type	Calculation Aid?	# of Tasks	Points per Task	Total Points
PBA	I	N	6	1	6
PBA	I	Y	2	1	2
PBA	I	Y	2	2	4
PBA	II	Y	2	3	6
PBA	II	Y	2	4	8
PBA	III	Y	2	3	6
PBA	III	Y	1	6	6
EOY	I	N	27	1	27
EOY	I	Y	5	1	5
EOY	I	Y	2	Either 2 or 4 points/task	6
EOY	I	Y	8	2	16
<b>Total</b>			<b>59</b>		<b>92</b>

**Grade 7**

<b>Assessment Component</b>	<b>Task Type</b>	<b>Calculation Aid?</b>	<b># of Tasks</b>	<b>Points per Task</b>	<b>Total Points</b>
PBA	I	N	6	1	6
PBA	I	Y	2	1	2
PBA	I	Y	2	2	4
PBA	II	Y	2	3	6
PBA	II	Y	2	4	8
PBA	III	Y	2	3	6
PBA	III	Y	1	6	6
EOY	I	N	17	1	17
EOY	I	Y	15	1	15
EOY	I	Y	9	2	18
EOY	I	Y	1	4	4
<b>Total</b>			<b>59</b>		<b>92</b>

**Grade 8**

<b>Assessment Component</b>	<b>Task Type</b>	<b>Calculation Aid?</b>	<b># of Tasks</b>	<b>Points per Task</b>	<b>Total Points</b>
PBA	I	N	8	1	8
PBA	I	Y	2	1	2
PBA	I	N	1	2	2
PBA	II	Y	2	3	6
PBA	II	Y	2	4	8
PBA	III	Y	2	3	6
PBA	III	Y	1	6	6
EOY	I	N	24	1	24
EOY	I	Y	10	1	10
EOY	I	N	5	2	10
EOY	I	Y	3	2	6
EOY	I	N	1	4	4
<b>Total</b>			<b>61</b>		<b>92</b>

**Draft High Level High School Operational Form Construction Blueprint**

The course level operational test form construction blueprints are still under development by PARCC. This is a high level test form construction blueprint for all courses. The overall number of points and number of tasks should remain consistent throughout all high school courses. If PARCC makes any revisions, they will be only slight revisions. The course level operational test form construction blueprints where the points and tasks will be distributed across domains will be made available in early November.

Assessment Component	Task Type	Calculation Aid?	# of Tasks	Points per Task	Total Points
PBA	I	N	2	1	2
PBA	I	Y	8	1	8
PBA	II	Y	2	3	6
PBA	II	Y	2	4	8
PBA	III	Y	1	4	4
PBA	III	Y	2	6	12
EOY	I	N	8	1	8
EOY	I	Y	11	1	11
EOY	I	Y	14	2	28
EOY	I	Y	5	4	20
<b>Total</b>			<b>55</b>		<b>107</b>

# PARCC Mathematics Draft<sup>1</sup> Form Construction Table - Grade 3

## TYPE I TASKS

	M/A/S	Calculation Aid?	Number of Tasks					
			OA	NBT	NF	MD	G	Int <sup>2</sup>
PBA(1a)	M	No	3 1*	1*	2	1		
PBA(1b)	M	No	1 1*					
EOY(1)	M	No	10-11 1*	3*	7-8	5-6 3*	1*	
EOY (2)	A/S	No		4		4	5	
EOY(3)	M/A/S	No			0-1	1	0	3-4

\*Securely-held content

# Tasks	Pts/Task	Total Points
8	1	8
2	2	4
31	1	31
13	1	13
5	2	10

## TYPE II TASKS: Content Lens

	OA	NBT	NF	MD	G	Int <sup>3</sup>
PBA(2)	2		0-1	1-2		

# Tasks	$\Sigma$ Tasks $\times$ Pts/Task	Total Points
4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

<sup>1</sup> Contingent on psychometric review

<sup>2</sup> Integrative across domains, i.e., integrative at the grade level

<sup>3</sup> Integrative across domains, i.e., integrative at the grade level

**TYPE II TASKS: Practice Lens**

	Base explanations/reasoning on the properties of operations.  Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student) connecting the diagrams to a written method.  Base explanations/reasoning on a number line diagram.	Distinguish correct reasoning expression from that which is flawed and – if there is a flaw in the argument – present corrected reasoning.	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately, or identify or describe errors in solutions to multi-step problems and present corrected solutions.	# Tasks	$\sum \text{Tasks} \times \text{Pts/Task}$	Total Points
PBA(2)	1	1	1-2	0-1	4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

**TYPE III TASKS** (task counts included in this template are specific to Grades 3-8)

	Solve Multistep contextual word problems with degree of difficulty appropriate to Grade 3.
PBA(3a)	2
PBA(3b)*	1*

# Tasks	Pts/Task	Total Points
2	3	6
1*	6	6

\*Securely-held content

PARCC Mathematics Draft<sup>4</sup> Form Construction Table - Grade 4

TYPE I TASKS

	M/A/S	Calculation Aid?	Number of Tasks						#Tasks	Pts/Task	# Points
			OA	NBT	NF	MD	G	Int <sup>5</sup>			
PBA(1a)	M	No	1	1 1*	2 2*	1*			8	1	8
PBA(1b)	M	No	0-1	0-1	1				2	2	4
EOY(1)	M	No	5 4*	7 2*	8 1*	1*		2	30	1	30
EOY(2)	A/S	No	1-2			5	1-2		8	1	8
EOY(3)	M/A/S	No	1		4	1		2	8	2	16

\*Securely-held content

TYPE II TASKS: Content Lens

	2	4	15				# Tasks	$\Sigma$ Tasks $\times$ Pts/Task	# Points
	OA	NBT	NF	MD	G	Int <sup>6</sup>			
PBA(2)	0-1	1	2-3				4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

<sup>4</sup> Contingent on psychometric review  
<sup>5</sup> Integrative across domains, i.e., integrative at the grade level  
<sup>6</sup> Integrative across domains, i.e., integrative at the grade level

**TYPE II TASKS: Practice Lens**

	Base explanations/reasoning on the properties of operations  Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.  Reason about the place value system itself	Base arithmetic explanations/reasoning on concrete referents such as diagrams connecting the diagrams to a written (symbolic) method.  Base explanations/reasoning on a number line diagram	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning.	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately, or identify or describe errors in solutions to multi-step problems and present corrected solutions.	# Tasks	$\sum \text{Tasks} \times \text{Pts/Task}$	# Points
PBA(2)	1	1-2	1	0-1	4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

**TYPE III TASKS** (task counts included in this template are specific to Grades 3-8)

	Multi-step contextual word problems with degree of difficulty appropriate to grade 4	Multi-step contextual problems with degree of difficulty appropriate to grade 4	# Tasks	Pts/Task	# Points
PBA(3a)	2		2	3	6
PBA(3b)*		1*	1*	6	6

\*Securely-held content



# PARCC Mathematics Draft<sup>7</sup> Form Construction Table – Grade 5

## TYPE I TASKS

	M/A/S	Calculation Aid?	Number of Tasks								# Tasks	Pts/Task	Total Points
			NBT	NF	OA	MD	G	Int					
PBA(1)	M	no	1 2*	2 1*	1*	1					8	1	8
PBA (1b)	M	no	1	1							2	2	4
EOY(1)	M	no	7 1*	11 7*		2					28	1	28
EOY(2)	A/S	no			3	2	5				10	1	10
EOY(3)	M/A/S	no	2	2		2	1	1			8	2	16

\*Securely-held content

## TYPE II TASKS: Content Lens

	NBT	NF	MD				# Tasks	$\Sigma$ Tasks $\times$ Pts/Task	Total Points
PBA(2)	1-2	2	0-1				4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

<sup>7</sup> Contingent on psychometric review

**TYPE II TASKS: Practice Lens**

	<p>Base explanation/ reasoning on the properties of operations.</p> <p>Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.</p>	<p>Base arithmetic explanations/ reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method.</p> <p>Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response).</p>	Reason about the place value system itself.	Distinguish correct explanation/ reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning.	Present solutions to multi-step problems in the form of valid chain of reasoning, using symbols such as equals signs appropriately or identify or describe errors in solutions to multi-step problems and present corrected solutions.	# Tasks	$\sum \text{Tasks} \times$ $\text{Pts/Task}$	Total Points
<b>PBA(2)</b>	1-2	1-2	0-1	0-1	0-1	4	$2 \times 3\text{pt} + 2$ $\times 4\text{pt}$	14

**TYPE III TASKS** (task counts included in this template are specific to Grades 3-8)

	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5.	# Tasks	Pts/Task	Total Points
<b>PBA(3a)</b>	2	2	3	6
<b>PBA(3b)*</b>	1*	1*	6	6

\*Securely-held content

## PARCC Mathematics Draft<sup>8</sup> Form Construction Table – Grade 6

### TYPE I TASKS

	M/A/S	Calculation Aid?	Number of Tasks							
			RP	NS	EE	NF	NBT	MD	G	SP
PBA(1a)	M	no	1	1	1	3*				
PBA(1b)	M	yes			2					
PBA (1c)	M	yes	1		1					
EOY(1a)	M	no	2	6	4	3*	4*	1*		
EOY(1b)	M	yes	3		2					
EOY(2)	A/S	no		3					1	3
EOY(3a)	M	yes	2							
EOY(3b)	M	yes	1		2					
EOY(3c)	A/S	yes							4	1

\*Securely-held content

# Tasks	Pts/Task	Total Points
6	1	6
2	1	2
2	2	4
20	1	20
5	1	5
7	1	7
2	2 or 4pts/task	6
3	2	6
5	2	10

### TYPE II TASKS: Content Lens

	RP	NS	EE	NF	Int <sup>9</sup>	# Tasks	$\Sigma$ Tasks $\times$ Pts/Task	Total Points
PBA(2)	0-1	1-2	1-2			4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

<sup>8</sup> Contingent on psychometric review

<sup>9</sup> Integrative across domains, i.e., integrative at the grade level

**TYPE II TASKS: Practice Lens**

	<p>Base explanation/ reasoning on the properties of operations.</p> <p>Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.</p>	<p>Base arithmetic explanations/ reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method.</p> <p>Base explanations/reasoning on a number line diagram or coordinate plane diagram (whether provided in the prompt or constructed by the student in her response).</p>	<p>Given an equation or system of equation, present the solution steps as a logical argument that concludes with the set of solutions (if any).</p>	<p>Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.</p> <p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p>			
# Tasks	$\Sigma \text{ Tasks} \times \text{Pts/Task}$				Total Points		
PBA(2)	1	1-2	0-1	1-2	4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

**TYPE III TASKS** (task counts included in this template are specific to Grades 3-8)

	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 6.	Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity.	# Tasks	Pts/Task	Total Points
PBA(3a)	2		2	3	6
PBA(3b)*	0-1*	0-1*	1*	6	6

\*Securely-held content

## PARCC Mathematics Draft<sup>10</sup> Form Construction Table - Grade 7

### TYPE I TASKS

	M/A/S	Calculation Aid?	Number of Tasks						# Tasks	Pts/Task	Total Points
			NS	EE	RP	G	SP	Int <sup>11</sup>			
<b>PBA(1a)</b>	M	N	1 2*	1	1 1*				6	1	6
<b>PBA(1b)</b>	M	Y			2				2	1	2
<b>PBA (1c)</b>	M	Y		2					2	2	4
<b>EOY(1a)</b>	M	N	5 2*	7 1*	2				17	1	17
<b>EOY(1b)</b>	M	Y	1*	3*	2 2*				8	1	8
<b>EOY(2)</b>	A/S	Y				1	6		7	1	7
<b>EOY (3a-3c)</b>	M	Y		2@2	1@4 and 2@2				5	4@2 1@4	12
<b>EOY (3d)</b>	A/S	Y				3-4	1-2		5	2	10

\*Securely-held content

### TYPE II TASKS: Content Lens

	NS	EE	RP	G	SP	Int <sup>12</sup>	# Tasks	$\Sigma$ Tasks $\times$ Pts/Task	Total Points
<b>PBA(2)</b>	2 (but no more than 7 points in total)	1	1				4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

<sup>10</sup> Contingent on psychometric review

<sup>11</sup> Integrative across domains, i.e., integrative at the grade level

<sup>12</sup> Integrative across domains, i.e., integrative at the grade level

**TYPE II TASKS: Practice Lens**

	Base explanation s/reasoning on the properties of operations.	Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.	Given an equation or system of equations, present the solution as a logical argument that concludes with the set of solutions (if any).	Base explanation/reasoning on a coordinate plane diagram.	Construct autonomously, chain of reasoning that will justify or refute propositions or conjectures.	Base explanations/reasoning on a number line diagram.	Present solutions to multistep problems in the form of valid chains of reasoning, using equals signs appropriately or identify or describe errors in solutions to multi-step problems and present corrected solutions.	# Tasks	$\Sigma$ Tasks $\times$ Pts/Task	Total Points
<b>PBA(2)</b>	0-1	0-1	0-1	0-1	0-1	0-1	1-2	4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

**TYPE III TASKS** (task counts included in this template are specific to Grades 3-8)

	Multistep contextual word problems	Micro-models: Autonomously Apply a technique from pure	Reasoned estimates: Use reasonable estimates . . .	# Tasks	Pts/Task	Total Points
<b>PBA(3a)</b>	2			2	3	6
<b>PBA(3b)*</b>	0-1*	0-1*	0-1*	1*	6	6

\*Securely-held content

## PARCC Mathematics Draft<sup>13</sup> Form Construction Table - Grade 8

### TYPE I TASKS

	M/A/S	Calculation Aid?	Number of Tasks							# Tasks	Pts / Task	Total Points
			NS	EE	F	G	SP	RP*	Int <sup>14</sup>			
PBA(1a)	M	No	1*	3	1	1		2*		8	1	8
PBA(1b)	M	No				1				1	2	2
PBA(1c)	M	Yes		2						2	1	2
EOY(1a)	M	No	3*	8 3*	3	1		1*		19	1	19
EOY(1b)	M	Yes		4	1	2		2*		9	1	9
EOY(2a)	S	No	2		2		1			5	1	5
EOY(2b)	S	Yes					1			1	1	1
EOY(3a)	M	No		3						3	1-4pt	4
EOY(3b)	M										2-2pt	4
EOY(3c)	M	No				3				3	2	6
EOY(3d)	A/S	Yes			1	1	1			3	2	6

\*Securely-held content

### TYPE II TASKS: Content Lens

	NS	EE	F	G	SP	Int <sup>15</sup>	# Tasks	$\Sigma$ Tasks $\times$ Pts/Task	Total Points
PBA(2)		2	0 – 1	1 – 2			4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

<sup>13</sup> Contingent on final psychometric review

<sup>14</sup> Integrative across domains, i.e., integrative at the grade level

<sup>15</sup> Integrative across domains, i.e., integrative at the grade level

## TYPE II TASKS: Practice Lens

	Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.	Given an equation or system of equations, present the solution steps as a logical argument that concludes with the set of solutions (if any).	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately or identify or describe errors in solutions to multi-step problems and present corrected solutions.	Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions.			
						# Tasks	$\Sigma$ Tasks $\times$ Pts/Task	Total Points
PBA(2)	0 – 1	0 – 1	1-2	0 – 1	1-2	4	$2 \times 3\text{pt} + 2 \times 4\text{pt}$	14

## TYPE III TASKS

	Solve multi-step contextual word problems	Micro Models: Autonomously Apply a technique . . .	Reasoned estimates: Use reasoned estimates		# Tasks	Pts / Task	Total Points
PBA(3a)	2				2	3	6
PBA(3b)*	0-1*	0-1*	0-1*		1*	6	6

\*Securely-held content